

Timberland High
1418 Gravel Hill Road
St. Stephen, SC 29479

Grades 9-12 High School

Enrollment 975 Students

Principal Eugene B. Lemmon 843-567-8110

Superintendent Dr. J. Chester Floyd 843-899-8600

Board Chair Kathleen Bounds 843-761-5437

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	6	5	7	2

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Excellent	N/A
2003	Average	Excellent	No
2004	Good	Excellent	No
2005	Good	Below Average	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	74.2	72.8	N/A	69.5	62.0	N/A
Passed 1 subtest	12.1	15.0	N/A	15.5	18.5	N/A
Passed no subtests	13.7	12.2	N/A	20.2	19.5	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2005

	Our School	High Schools with Students Like Ours
Percent	94.3%	93.0%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	6.5	4.9
Seniors who met the SAT/ACT requirement	6.5	5.3
Seniors who met the grade point average	28.8	35.1

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	231	106
Number of Diplomas	166	149
Rate	71.9%	70.6%

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2005		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	176	94.3	215	6.5	231	71.9	YES
Gender							
Male	74	93.2	93	8.6	110	59.1	N/A
Female	102	95.1	122	4.9	121	83.5	N/A
Racial/Ethnic Group							
White	67	97.0	70	14.3	73	74.0	N/A
African American	108	92.6	144	2.8	157	70.7	N/A
Asian/Pacific Islander	1	I/S	0	N/A	0	N/A	N/A
Hispanic	0	N/A	0	N/A	0	N/A	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	159	95.6	N/A	N/A	188	83.5	N/A
Disabilities other than speech	17	82.4	34	0.0	43	20.9	N/A
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	176	94.3	N/A	N/A	21	0.0	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	176	94.3	N/A	N/A	231	71.9	N/A
Socio-Economic Status							
Subsidized meals	114	93.0	157	5.1	170	68.2	N/A
Full-pay meals	62	96.8	N/A	N/A	61	82.0	N/A

n = number of students on which percentage is calculated

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HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 33.3%									
All Students	213	100.0	13.6	42.7	33.0	10.7	58.7	YES	YES
Gender									
Male	96	100.0	16.8	41.1	32.6	9.5	55.8	N/A	N/A
Female	117	100.0	10.8	44.1	33.3	11.7	61.3	N/A	N/A
Racial/Ethnic Group									
White	76	100.0	2.8	38.9	38.9	19.4	72.2	YES	YES
African American	136	100.0	19.5	45.1	30.1	5.3	51.1	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	180	100.0	5.2	44.8	37.4	12.6	67.2	N/A	N/A
Disabled	33	100.0	59.4	31.3	9.4	N/A	12.5	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	213	100.0	13.6	42.7	33.0	10.7	58.7	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	213	100.0	13.6	42.7	33.0	10.7	58.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	140	100.0	18.4	44.9	30.1	6.6	53.7	YES	YES
Full-pay meals	73	100.0	4.3	38.6	38.6	18.6	68.6	N/A	N/A
Mathematics – State Performance Objective = 30.0%									
All Students	213	99.5	24.4	31.7	30.2	13.7	56.6	YES	YES
Gender									
Male	96	99.0	26.6	28.7	28.7	16.0	58.5	N/A	N/A
Female	117	100.0	22.5	34.2	31.5	11.7	55.0	N/A	N/A
Racial/Ethnic Group									
White	76	100.0	5.6	30.6	31.9	31.9	81.9	YES	YES
African American	136	99.3	34.8	32.6	28.8	3.8	42.4	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	180	100.0	15.5	33.9	35.1	15.5	64.4	N/A	N/A
Disabled	33	97.0	74.2	19.4	3.2	3.2	12.9	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	213	99.5	24.4	31.7	30.2	13.7	56.6	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	213	99.5	24.4	31.7	30.2	13.7	56.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	140	99.3	32.6	33.3	26.7	7.4	44.4	YES	YES
Full-pay meals	73	100.0	8.6	28.6	37.1	25.7	80.0	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 975)				
Retention rate	1.6%	Down from 10.5%	10.4%	8.1%
Attendance rate	94.9%	Down from 95.1%	95.6%	95.6%
Eligible for gifted and talented	0.0%	No change	3.6%	5.9%
With disabilities other than speech	18.5%	Up from 17.4%	15.3%	13.3%
Older than usual for grade	6.9%	Down from 11.6%	11.5%	10.1%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Up from 1.0%	2.1%	2.0%
Enrolled in AP/IB programs	4.9%	Up from 3.0%	4.1%	9.7%
Successful on AP/IB exams	29.4%	N/A	39.4%	53.7%
Annual dropout rate	3.3%	Down from 4.0%	3.1%	3.0%
Career/technology students in co-curricular organizations	12.6%	Down from 100.0%	6.2%	3.1%
Enrollment in career/technology center courses	702	Down from 757	337	431
Students participating in worked-based experiences	53.4%	Up from 51.1%	9.9%	23.4%
Career/technology students mastering core competencies	73.5%	Down from 74.6%	74.5%	78.6%
Career/technology completers placed	97.9%	Up from 95.6%	98.7%	99.4%
Teachers (n= 63)				
Teachers with advanced degrees	52.4%	Up from 50.8%	48.4%	54.5%
Continuing contract teachers	68.3%	Down from 79.4%	71.2%	78.6%
Highly qualified teachers	83.7%	Down from 87.0%	87.5%	89.1%
Teachers with emergency or provisional certificates	10.7%	Up from 8.6%	12.5%	9.1%
Teachers returning from previous year	82.4%	Up from 81.8%	84.2%	86.9%
Teacher attendance rate	97.0%	Up from 94.2%	95.5%	95.4%
Average teacher salary	\$39,287	Up 0.2%	\$40,525	\$42,426
Prof. development days/teacher	11.3 days	Up from 11.0 days	10.3 days	10.9 days
School				
Principal's years at school	6.0	Up from 5.0	2.0	3.0
Student-teacher ratio in core subjects	27.6 to 1	Down from 28.5 to 1	23.7 to 1	25.8 to 1
Prime instructional time	90.8%	Up from 88.1%	89.8%	89.3%
Dollars spent per pupil*	\$7,447	Up 3.2%	\$6,615	\$6,422
Percent of expenditures for teacher salaries*	51.3%	Down from 57.1%	55.0%	57.7%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
Parents attending conferences	94.7%	Up from 92.6%	89.7%	91.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	94.8%		89.4%	
Highly qualified teachers in high poverty schools	95.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Timberland High School has a School Improvement Council that serves as the planning team for the school. Since the establishment of the team, channels of communication have been opened to create an atmosphere of support for new ideas. The council is key to such communication and provided significant input for this report.

We used several initiatives last year to address the needs of our students. We continued to use Measures of Academic Progress (MAP) tests as pre and post-assessment to determine student academic achievement and student growth. We purchased the In-Touch software to keep our parents abreast of their children's academic progress. We continued to use Compass Learning, Plato software, and academic assistance during the extended part of second period and after school to address the needs of students failing one or more courses and/or students below standards on PACT or the HSAP Exam. We continued to offer SAT prep classes and workshops to help our students prepare for the SAT. We continued to use ACT software and workbooks to help our students prepare for the ACT.

With these initiatives in place, Timberland had many successes. We were designated a Palmetto Gold winner for gains in last year's report card data. We had two Palmetto Fellows and four Teacher Fellows. We had several students to win first place in DECA state competition. These students competed nationally in Anaheim, California. Our Engineering and Construction Design Team won first and second places in Quest, a tri-county competition. Our First Robotics Team was among the four top ten teams in national competition. As a result, the International Technology Education Association recognized our program as a 2005 Program of Excellence. Our Media Team won first place in the South Carolina Young Adult Book Banner contest.

We had many successes in athletics during the 2004-2005 school year. Our Girls' Varsity Basketball Team was State 3A Champions. We had a female basketball player named the "South Carolina Player of the Year", the Gatorade Player of the Year and a member of the National All-Star Team. Our Boys' Track Team was region champion and our Girls' Team was runner-up. Our football team went to the first round of the play-offs and one of our players was named to the Shrine Bowl Team. Our softball and baseball teams were runners-up in the region and went to the play-offs.

Timberland will continue to work diligently to become the best school in South Carolina. To enhance this process, we must continue to develop a plan to get our community and parents more involved in school activities, encourage more collaboration and cooperation among teachers, and get more teacher involvement in extracurricular activities. We welcome this challenge.

Eugene B. Lemmon, Principal
Kimberly Glaze, Chair, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	144	34
Percent satisfied with learning environment	63.9%	56.3%	57.6%
Percent satisfied with social and physical environment	83.3%	62.6%	45.5%
Percent satisfied with school-home relations	31.4%	67.6%	41.2%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.